



# THE ULTIMATE BOOK OF PHONICS WORD LISTS FOR GRADES 3–5

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# Assessment Master Chart

List #		Student Assessment page #	Teacher Assessment Record Sheet page #
1	Word Reading List: Suffixes <i>-ed, -ing, -s, -es</i>	7	11
2	Word Reading List: Suffixes <i>-er, -est, -y</i>	7	12
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4	Word Reading List: Suffixes <i>-ly, -ment</i>	7	14
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8	Word Reading List: Prefixes <i>re-, mis-</i>	8	18
9	Word Reading List: Prefixes <i>e-/ex-, sub-</i>	9	19
10	Word Reading List: Prefixes <i>pre-, per-</i>	9	20
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12	Word Reading List: Roots <i>spect, man/manu</i>	9	22
13	Word Reading List: Roots <i>vis, ped</i>	10	23
14	Word Reading List: Roots <i>mot, pend</i>	10	24
15	Word Reading List: Roots <i>tract, ject</i>	10	25
16	Word Reading List: Roots <i>port, struct</i>	10	26
	Word Reading Lists: Blank Template	27	28
1	Phrase and Sentence Reading List: <i>ti, ci</i>	29	30
2	Phrase and Sentence Reading List: <i>-tion, -sion</i>	29	31
	Phrase and Sentence Reading List: Blank Template	32	33
	Spelling and Sentence Dictation: Blank Template	34–35	38
	Class Assessment Record Sheets	n/a	39, 40

# Assessments

This companion online resource to *The Ultimate Phonics Word Lists for Grades 3–5* contains assessments for reading words, phrases, and sentences, as well as for spelling words and writing sentences.

## Assessment for Reading Words

This resource contains 16 ready-to-use Student Assessment: Word Reading Lists, each focusing on specific skills from the book. Each word list has a corresponding Teacher Assessment Record Sheet (TA) with space for two assessments. You can use the sheets to record pre- and post-testing scores or, if you did not pre-test, two different assessment scores. Do a pre-assessment to determine student need and a starting place for instruction. Do a post-assessment at your discretion to determine growth and understanding.

In addition, you can create your own custom lists using the blank templates for the Student Assessment: Word Reading List (page 27) and the Teacher Assessment Record Sheet: Word Reading List (page 28).

### PREPARING THE STUDENT ASSESSMENT: WORD READING LISTS

On each Student Assessment page, there are four lists of 10 words, highlighting four skill levels. Each list is labeled at the top of the column and corresponds to a particular phonics skill in the book. Cut apart the lists for individual assessments. The corresponding Teacher Assessment Record Sheet page is noted at the top of each list for easy access.

1. Choose a word list based on the skill you want to assess.
2. Make a copy of the page and cut the specific word list into a strip. If possible, laminate for reusability and durability.
3. Place a paper clip along the left edge of the strip. Have students use the paper clip as a tracker. They can slide it down the list as they read each word.
4. Make a copy of the corresponding Teacher Assessment Record Sheet (see below).

Student Assessment: Word Reading Lists			
Word Reading List #1 Skills: Suffixes -ed, -ing, -s, -es (TA page 11)	Word Reading List #2 Skills: Suffixes -er, -est, -y (TA page 12)	Word Reading List #3 Skills: Suffixes -ist, -or (TA page 13)	Word Reading List #4 Skills: Suffixes -ly, -ment (TA page 14)
1. stranded	1. kinder	1. finalist	1. gently
2. mopping	2. rainy	2. dentist	2. bravely
3. inches	3. smallest	3. author	3. fragment
4. saved	4. loudest	4. florist	4. swiftly
5. carried	5. smoother	5. actor	5. monthly
6. splashed	6. quieter	6. artist	6. argument
7. pencils	7. biggest	7. doctor	7. achievement
8. tapping	8. grumpy	8. counselor	8. contentment
9. played	9. juicy	9. optimist	9. rapidly
10. bumping	10. hotter	10. inventor	10. postponement

### TEACHER ASSESSMENT RECORD SHEET: WORD READING LIST

Each Teacher Assessment Record Sheet is labeled to correspond to a Student Assessment: Word Reading List. Each record sheet includes

- space to record two assessments on different dates. (It may be helpful to record each date in a different color.) You can use the record sheet for pre- and post-testing or for two separate tests to note progression over time. If a student is proficient, you may need to assess only once for that skill.

- two ways to record words read. You can note whether the student is reading the words with automaticity or decoding the words. Automaticity is considered two seconds or less. There is also space to note errors for each assessment date. You can use this information to identify patterns, to plan instruction, and to note growth over time.
- comprehension questions based on the word list. Ask these questions to assess the student's word knowledge.
- sentence generation. Ask the student to use one word on the list in a sentence. Record the student's response on the space provided.
- a section for anecdotal teacher notes.

## USING THE TEACHER ASSESSMENT RECORD SHEET: WORD READING LISTS

After you have chosen which skill to assess and prepared the corresponding Student Assessment: Word Reading List, follow the steps below.

1. Make a copy of the corresponding Teacher Assessment Record Sheet for each student.
2. Fill in the student's name. Then write the date of the assessment.
3. Provide the student with the corresponding Word Reading List strip and have the student read the 10 words. Record the number of words read correctly and note the words that were read with automaticity. Write the date and record the errors in the corresponding Errors box.
4. Ask the student the five comprehension questions and note his or her responses.
5. Ask the student to choose one word and use it in a sentence. Record the sentence.
6. Record any anecdotal notes in the Teacher Notes box.

Teacher Assessment Record Sheet: Word Reading List	
Student: _____ Reading Assessment #1 Skills: Suffixes -ed, -ing, -s, -es	
Assessment Date #1: _____ Assessment Date #2: _____	
<b>Words to Read</b> 1. stranded      6. splashed 2. mopping      7. pencils 3. inches      8. tapping 4. saved      9. played 5. carried      10. bumping	<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10
<b>Comprehension Check</b> 1. What is it called when someone washes the floor? (mopping) 2. What happened to the water when someone jumped in the pool? (splashed) 3. These are writing tools, and they have erasers. (pencils) 4. What word is a small unit of measurement? (inches) 5. What word means "someone is stuck and cannot move to another place"? (stranded)	<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b> Date #1: _____ _____ Date #2: _____ _____	<b>Errors</b> Date #1: _____ _____ Date #2: _____ _____
<b>Teacher Notes</b> Date #1: _____ _____ Date #2: _____ _____	

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## CREATING YOUR OWN WORD READING LISTS AND ASSESSMENTS

To create your own word lists, make a copy of the blank Student Assessment: Word Reading Lists template (page 27). Decide which specific skills you want to assess. Find the corresponding word lists in the book and choose words to write in the template.

Next, make a corresponding Teacher Assessment Record Sheet for each word list you created. Make a copy of the Teacher Assessment blank template (page 28) and fill in the skills being assessed. In the spaces provided, write the same words you wrote on the matching Student Assessment: Word Reading List. Make a copy of the Teacher Assessment Record Sheet for each student being assessed and follow the directions for using the Teacher Assessment Record Sheet: Word Reading List.

## Assessment for Reading Phrases and Sentences

On page 29, you'll find two ready-to-use Student Assessment: Phrase and Sentence Reading Lists, each focusing on a specific phonics skill. Each Phrase and Sentence Reading List comes with a corresponding Teacher Assessment Record Sheet (pages 30–31). Follow the steps below to prepare your own Student Assessments and corresponding Teacher Assessment Record Sheets.

### PREPARING THE STUDENT ASSESSMENT: PHRASE AND SENTENCE READING LISTS

To create your own phrase and sentence reading lists, make a copy of the blank Student Assessment: Phrase and Sentence Reading Lists template (page 32). The template contains two blank assessments, each with space for four phrases and four sentences for students to read.

1. Choose a phrase and sentence list from the book based on the skill you want to assess.
2. At the top of each list, fill in the Phrase and Sentence Reading List # and the skill being assessed. The skill should correspond to a particular skill in the book.
3. Fill in four phrases and four sentences on the lines provided. (Note: Since there are two blank templates on the page, you can assess two different skills or make two different phrase and sentence reading lists using the same skill.)
4. Cut the assessments apart. If possible, laminate for reusability and durability.
5. Place a paper clip along the left edge of the strip. Have students use the paper clip as a tracker. They can slide it down the list as they read each phrase or sentence.

**Student Assessment: Phrase and Sentence Reading Lists**

Phrase and Sentence Reading List #1 Skill: Diphthongs (TA page 35)	Phrase and Sentence Reading List #2 Skill: Consonant + -le (TA page 36)
<b>Phrases to Read</b> 1. a paw with a sharp claw 2. a hound that growls 3. a moist cake to enjoy 4. rocket launch at dawn	<b>Phrases to Read</b> 1. in the middle 2. maple pancakes 3. horses in the stable 4. a purple jacket
<b>Sentences to Read</b> 1. Paul made an awesome sauce. 2. The crowd cheered loudly. 3. The boy made a good choice. 4. Roy found his dirty laundry.	<b>Sentences to Read</b> 1. Use a ladle to serve the stew. 2. The turtle's shell is extremely hard. 3. The kids are able to blow bubbles. 4. Place the sleeping baby in the cradle.

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### PREPARING AND USING THE TEACHER ASSESSMENT RECORD SHEET: PHRASE AND SENTENCE READING LISTS

After you have prepared the Student Assessment: Phrase and Sentence Reading Lists, follow the steps below.

1. Make a copy of the blank Teacher Assessment Record Sheet: Phrase and Sentence Reading List (page 33). Write the date of the assessment.
2. Using the filled-in Student Assessment: Phrase and Sentence Reading List, copy the four phrases and four sentences onto the Teacher Assessment Record Sheet. Make sure the student page and teacher page match exactly.
3. Make a copy of the Teacher Assessment Record Sheet: Phrase and Sentence Reading List for each student.
4. Provide a student with the Student Assessment: Phrase and Sentence Reading List and have him or

**Teacher Assessment Record Sheet: Phrase and Sentence Reading List**

Student: \_\_\_\_\_ Reading Assessment #1  
Assessment Date #1: \_\_\_\_\_ Skill: Diphthongs  
Assessment Date #2: \_\_\_\_\_

<b>Phrases to Read</b> 1. a paw with a sharp claw 2. a hound that growls 3. a moist cake to enjoy 4. rocket launch at dawn	<b>Date #1:</b> Number read correctly: ____/4 Number read with automaticity: ____/4 <b>Date #2:</b> Number read correctly: ____/4 Number read with automaticity: ____/4
<b>Sentences to Read</b> 1. Paul made an awesome sauce. 2. The crowd cheered loudly. 3. The boy made a good choice. 4. Roy found his dirty laundry.	<b>Date #1:</b> Number read correctly: ____/4 Number read with automaticity: ____/4 <b>Date #2:</b> Number read correctly: ____/4 Number read with automaticity: ____/4

**Errors and Teacher Notes**

Date #1: \_\_\_\_\_

Date #2: \_\_\_\_\_

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her read the four phrases and four sentences. Record the words read correctly and note which phrases and sentences were read with automaticity. Record the errors in the corresponding Errors box.

5. Record any anecdotal notes in the Teacher Notes box.

You can use these assessments to plan instruction as well as to communicate student progress.

## **Assessment for Spelling Words and Sentence Dictation**

This resource also includes a blank student template for assessing word spelling and sentence dictation skills (pages 34–35) and a blank Teacher Assessment Record Sheet: Spelling and Sentence Dictation (page 38) with space for a pre-and post-assessment or two separate assessments. There are also two sample Teacher Assessment Record Sheets (pages 36–37) to use as models.

Make a new master to correspond with all new spelling assessments. Decide which specific skills you want to assess and find the corresponding word and sentence lists in the book. In the space provided, fill in the words and sentences you will dictate to students. Make a copy of the Teacher Assessment Record Sheet for each student being assessed. After correcting the student work, copy any errors or areas of need from the Student Assessment to the Teacher Assessment Record Sheet. Use the record sheets to plan instruction as well as to communicate student progress. Over time, the record sheets will collectively portray students' strengths and areas of need.

## **Class Assessment Record Sheets**

The Class Assessment Record Sheets (pages 39–40) are compilations of student data that can be used to record pre- and post-test scores for each skill, or scores for various assessments on different dates. It provides an overview of students' abilities. You can use this chart for instructional planning, grouping based on academic need, parent communication, and data reporting.

### **SETTING UP AND USING THE CLASS RECORD SHEET**

1. Make a copy of the master Class Assessment Record Sheet (page 39 or 40). Page 39 is set up for pre- and post-testing of two skills, while page 40 is set up to record four different assessments. Depending on class size, you may need to make multiple copies of the class list.
2. Write the numbers in the # column and fill in all the students' names in the second column. After filling in the names, consider making multiple copies before recording any scores, so that the assessment sheets are ready for future assessments.
3. Write the skill that is being assessed in the appropriate space.
4. Record the date below the specified skill where noted.
5. After each assessment, record the individual student scores for an overview of student abilities.

## Student Assessment: Word Reading Lists

<b>Word Reading List #1</b> Skills: Suffixes <i>-ed, -ing, -s, -es</i> (TA page 11)	<b>Word Reading List #2</b> Skills: Suffixes <i>-er, -est, -y</i> (TA page 12)	<b>Word Reading List #3</b> Skills: Suffixes <i>-ist, -or</i> (TA page 13)	<b>Word Reading List #4</b> Skills: Suffixes <i>-ly, -ment</i> (TA page 14)
<ol style="list-style-type: none"> <li>1. stranded</li> <li>2. mopping</li> <li>3. inches</li> <li>4. saved</li> <li>5. carried</li> <li>6. splashed</li> <li>7. pencils</li> <li>8. tapping</li> <li>9. played</li> <li>10. bumping</li> </ol>	<ol style="list-style-type: none"> <li>1. kinder</li> <li>2. rainy</li> <li>3. smallest</li> <li>4. loudest</li> <li>5. smoother</li> <li>6. quieter</li> <li>7. biggest</li> <li>8. grumpy</li> <li>9. juicy</li> <li>10. hotter</li> </ol>	<ol style="list-style-type: none"> <li>1. finalist</li> <li>2. dentist</li> <li>3. author</li> <li>4. florist</li> <li>5. actor</li> <li>6. artist</li> <li>7. doctor</li> <li>8. counselor</li> <li>9. optimist</li> <li>10. inventor</li> </ol>	<ol style="list-style-type: none"> <li>1. gently</li> <li>2. bravely</li> <li>3. fragment</li> <li>4. swiftly</li> <li>5. monthly</li> <li>6. argument</li> <li>7. achievement</li> <li>8. contentment</li> <li>9. rapidly</li> <li>10. postponement</li> </ol>

## Student Assessment: Word Reading Lists

<b>Word Reading List #5</b> <b>Skills: Suffixes -ful, -less, -en</b> (TA page 15)	<b>Word Reading List #6</b> <b>Skills: Suffixes -able, -ible</b> (TA page 16)	<b>Word Reading List #7</b> <b>Skills: Prefixes un-, dis-</b> (TA page 17)	<b>Word Reading List #8</b> <b>Skills: Prefixes re-, mis-</b> (TA page 18)
1. broken	1. fixable	1. dislike	1. reflect
2. silken	2. audible	2. unable	2. refill
3. tactful	3. possible	3. unhappy	3. misspell
4. endless	4. edible	4. uncertain	4. reduce
5. woolen	5. visible	5. disconnect	5. mismatch
6. spiteful	6. likable	6. unfinished	6. misuse
7. golden	7. collectible	7. disorderly	7. rejoin
8. harmless	8. dependable	8. ungrateful	8. reconstruct
9. watchful	9. comfortable	9. discontinue	9. misconduct
10. spotless	10. charitable	10. dishonest	10. mispronounce



## Student Assessment: Word Reading Lists

<b>Word Reading List #9</b> Skills: Prefixes e-/ex-, <i>sub-</i> (TA page 19)	<b>Word Reading List #10</b> Skills: Prefixes <i>pre-</i> , <i>per-</i> (TA page 20)	<b>Word Reading List #11</b> Skills: Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> (TA page 21)	<b>Word Reading List #12</b> Skills: Roots <i>spect</i> , <i>man/manu</i> (TA page 22)
1. exceed	1. preheat	1. biped	1. inspect
2. suburb	2. perfect	2. tripod	2. spectrum
3. subscribe	3. percent	3. unite	3. manager
4. elect	4. prepay	4. unicorn	4. manuscript
5. subway	5. preview	5. triangle	5. spectacles
6. submit	6. permit	6. unison	6. manual
7. substitute	7. preschool	7. tricolor	7. manicure
8. evacuate	8. persevere	8. bicycle	8. respectful
9. exception	9. percussion	9. universal	9. manufacture
10. excellent	10. preowned	10. binoculars	10. spectacular

## Student Assessment: Word Reading Lists

<b>Word Reading List #13</b> Skills: Roots <i>vis, ped</i> (TA page 23)	<b>Word Reading List #14</b> Skills: Roots <i>mot, pend</i> (TA page 24)	<b>Word Reading List #15</b> Skills: Roots <i>tract, ject</i> (TA page 25)	<b>Word Reading List #16</b> Skills: Roots <i>port, struct</i> (TA page 26)
1. advise	1. depend	1. tractor	1. airport
2. pedal	2. pending	2. subjects	2. portal
3. impede	3. motor	3. eject	3. construct
4. vision	4. motel	4. contract	4. export
5. visitor	5. pendant	5. object	5. obstruct
6. centipede	6. locomotive	6. distraction	6. important
7. revision	7. emotion	7. adjective	7. instruction
8. pedestrian	8. motivate	8. subtraction	8. transportation
9. invisible	9. perpendicular	9. abstraction	9. instructor
10. television	10. independent	10. projector	10. destructive

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #1</b> Skills: Suffixes <i>-ed, -ing, -s, -es</i>	
Assessment Date #1: _____		Assessment Date #2: _____	
<b>Words to Read</b> 1. stranded                      6. splashed 2. mopping                      7. pencils 3. inches                        8. tapping 4. saved                         9. played 5. carried                      10. bumping		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. What is it called when someone washes the floor? <i>(mopping)</i> 2. What happened to the water when someone jumped in the pool? <i>(splashed)</i> 3. These are writing tools, and they have erasers. <i>(pencils)</i> 4. What word is a small unit of measurement? <i>(inches)</i> 5. What word means "someone is stuck and cannot move to another place"? <i>(stranded)</i>		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:          _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:          _____          _____       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #2</b> Skills: Suffixes -er, -est, -y	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. kinder                      6. quieter 2. rainy                        7. biggest 3. smallest                    8. grumpy 4. loudest                    9. juicy 5. smoother                10. hotter		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. What word describes a person making the most noise? ( <i>loudest</i> ) 2. What two words describe the size of something? ( <i>smallest, biggest</i> ) 3. It is ____ in the summer than in the winter. ( <i>hotter</i> ) 4. What word describes a person who is irritable and cranky? ( <i>grumpy</i> ) 5. If water is falling from the sky, what kind of weather are we having? ( <i>rainy</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ Date #2: _____ _____		<b>Errors</b>  Date #1:   Date #2:	
<b>Teacher Notes</b> Date #1: _____ Date #2: _____			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #3</b> Skills: Suffixes <i>-ist, -or</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. finalist                      6. artist 2. dentist                        7. doctor 3. author                         8. counselor 4. florist                         9. optimist 5. actor                         10. inventor		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. What person cares for your teeth? ( <i>dentist</i> ) 2. This word describes a person who writes books. ( <i>author</i> ) 3. What person cares for sick people? ( <i>doctor</i> ) 4. What person cares for flowers and plants? ( <i>florist</i> ) 5. This word describes a person who is always positive and hopeful. ( <i>optimist</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1:     Date #2:	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:            Date #2:    </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #4</b> <b>Skills: Suffixes -ly, -ment</b>
Assessment Date #1: _____ Assessment Date #2: _____		
<b>Words to Read</b> 1. gently                      6. argument 2. bravely                    7. achievement 3. fragment                  8. contentment 4. swiftly                    9. rapidly 5. monthly                  10. postponement	<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. A firefighter who fights a raging fire acts in this way. <i>(bravely)</i> 2. These two words describe when something is done in a quick way. <i>(swiftly, rapidly)</i> 3. This word describes when someone reaches an important goal. <i>(achievement)</i> 4. When people disagree, they might have an _____. <i>(argument)</i> 5. This word means "a piece of something." <i>(fragment)</i>	<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	<b>Errors</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:          _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:          _____          _____       </div>		

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #5</b> Skills: Suffixes <i>-ful, -less, -en</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. broken                      6. spiteful 2. silken                        7. golden 3. tactful                        8. harmless 4. endless                       9. watchful 5. woolen                       10. spotless		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. What word means "alert and observant"? ( <i>watchful</i> ) 2. This word means "safe." ( <i>harmless</i> ) 3. What word describes a space that is very clean? ( <i>spotless</i> ) 4. What word describes something made of wool? ( <i>woolen</i> ) 5. This word describes something that is not working properly. ( <i>broken</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1:        Date #2:	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:    </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:    </div>			

## Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #6</b> Skills: Suffixes <i>-able, -ible</i>	
Assessment Date #1: _____		Assessment Date #2: _____	
<b>Words to Read</b> 1. fixable                      6. likable 2. audible                      7. collectible 3. possible                      8. dependable 4. edible                        9. comfortable 5. visible                       10. charitable		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Which word means "able to be heard"? ( <i>audible</i> ) 2. Which word means "trustworthy" and "able to be counted on"? ( <i>dependable</i> ) 3. Which word means "able to be eaten"? ( <i>edible</i> ) 4. Which word means "able to repair something"? ( <i>fixable</i> ) 5. Which word means "able to be seen"? ( <i>visible</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1:     Date #2:	
<b>Teacher Notes</b>			
Date #1: _____ _____			
Date #2: _____ _____			



# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #7</b> Skills: Prefixes <i>un-</i> , <i>dis-</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. dislike                      6. unfinished 2. unable                      7. disorderly 3. unhappy                    8. ungrateful 4. uncertain                  9. discontinue 5. disconnect                10. dishonest		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Which word describes a space that is not well organized? ( <i>disorderly</i> ) 2. Which word describes someone who is not truthful? ( <i>dishonest</i> ) 3. Which word means the opposite of <i>completed</i> ? ( <i>unfinished</i> ) 4. Which word means the opposite of <i>appreciative</i> ? ( <i>ungrateful</i> ) 5. Which word means the same as <i>upset</i> ? ( <i>unhappy</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:          _____          _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:          _____          _____          _____       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #8</b> Skills: Prefixes <i>re-</i> , <i>mis-</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. reflect                      6. misuse 2. refill                        7. rejoin 3. misspell                    8. reconstruct 4. reduce                      9. misconduct 5. mismatch                10. mispronounce		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Which word means "to fill something again"? ( <i>refill</i> ) 2. Which word means "to say something incorrectly"? ( <i>mispronounce</i> ) 3. Which word means "to build something again"? ( <i>reconstruct</i> ) 4. Which word means "to make less"? ( <i>reduce</i> ) 5. Which word means "to spell something wrong"? ( <i>misspell</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:          _____          _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:          _____          _____          _____       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #9</b> Skills: Prefixes e-/ex-, sub-	
Assessment Date #1: _____		Assessment Date #2: _____	
<b>Words to Read</b> 1. exceed                      6. submit 2. suburb                      7. substitute 3. subscribe                      8. evacuate 4. elect                      9. exception 5. subway                      10. excellent		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Which word means "outstanding"? ( <i>excellent</i> ) 2. Which word means "to leave a place of danger to go to a place of safety"? ( <i>evacuate</i> ) 3. Which word describes a teacher who fills in for a teacher who is absent? ( <i>substitute</i> ) 4. Which word describes a train that is often below ground? ( <i>subway</i> ) 5. Which word describes having more than what is allowed or needed? ( <i>exceed</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1:          Date #2:	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #10</b> Skills: Prefixes <i>pre-</i> , <i>per-</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. preheat                      6. permit 2. perfect                      7. preschool 3. percent                      8. persevere 4. prepay                      9. percussion 5. preview                      10. preowned		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. This word means letting the oven warm up before cooking. ( <i>preheat</i> ) 2. Which word means "to allow"? ( <i>permit</i> ) 3. Which word means "to look at something ahead of time"? ( <i>preview</i> ) 4. Drums and cymbals are part of this group of instruments. ( <i>percussion</i> ) 5. Which word describes a situation in which everything is just right? ( <i>perfect</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____  Date #2: _____ _____		<b>Errors</b>  Date #1:     Date #2:	
<b>Teacher Notes</b>			
Date #1: _____			
Date #2: _____			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #11</b> Skills: Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. biped                      6. unison 2. tripod                    7. tricolor 3. unite                      8. bicycle 4. unicorn                  9. universal 5. triangle                  10. binoculars		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Which word describes a make-believe creature with one horn? ( <i>unicorn</i> ) 2. Which word describes something with three legs? ( <i>tripod</i> ) 3. Which word describes doing something all together at the same time? ( <i>unison</i> ) 4. Which word describes a shape with three sides? ( <i>triangle</i> ) 5. Which word describes a vehicle with two wheels? ( <i>bicycle</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:          _____          _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:          _____          _____          _____       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #12</b> Skills: Roots <i>spect, man/manu</i>	
Assessment Date #1: _____		Assessment Date #2: _____	
<b>Words to Read</b> 1. inspect                      6. manual 2. spectrum                    7. manicure 3. manager                    8. respectful 4. manuscript                9. manufacture 5. spectacles                10. spectacular		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Which word describes someone who is polite and courteous? ( <i>respectful</i> ) 2. What word means "glasses used to help someone see"? ( <i>spectacles</i> ) 3. Which word describes when someone looks carefully at something? ( <i>inspect</i> ) 4. Which word describes a treatment to care for the hands and fingernails? ( <i>manicure</i> ) 5. Which word describes a document that is written by hand? ( <i>manuscript</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1:     Date #2:	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #13</b> Skills: Roots <i>vis, ped</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. advise                      6. centipede 2. pedal                        7. revision 3. impede                      8. pedestrian 4. vision                        9. invisible 5. visitor                        10. television		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Which word describes the place you put your foot on a bicycle? ( <i>pedal</i> ) 2. Which word means "something that is not able to be seen"? ( <i>invisible</i> ) 3. Which word describes someone who travels by foot? ( <i>pedestrian</i> ) 4. Which word means "to offer suggestions and guidance"? ( <i>advise</i> ) 5. Which word describes a change or edit made to a story? ( <i>revision</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1:     Date #2:	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1: _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2: _____          _____       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #14</b> Skills: Roots <i>mot, pend</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. depend                      6. locomotive 2. pending                     7. emotion 3. motor                        8. motivate 4. motel                        9. perpendicular 5. pendant                    10. independent		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. What word describes a train's engine? ( <i>locomotive</i> ) 2. Which word describes a place to stay when on vacation? ( <i>motel</i> ) 3. Which word means "thinking for yourself, not needing help from others"? ( <i>independent</i> ) 4. This word describes a feeling, such as happiness, sadness, or fear. ( <i>emotion</i> ) 5. Which word describes a line that is at right angles with another line? ( <i>perpendicular</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:          _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:          _____          _____       </div>			



# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #15</b> Skills: Roots <i>tract, ject</i>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. tractor                      6. distraction 2. subjects                    7. adjective 3. eject                         8. subtraction 4. contract                    9. abstraction 5. object                      10. projector		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. What word describes something that causes a person to not pay attention? ( <i>distraction</i> ) 2. Which word describes a vehicle used on a farm? ( <i>tractor</i> ) 3. Which mathematical operation uses a minus sign? ( <i>subtraction</i> ) 4. Which part of speech describes a noun? ( <i>adjective</i> ) 5. Which word describes a machine that is used to show a movie? ( <i>projector</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1: _____ _____ _____  Date #2: _____ _____ _____	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:          _____          _____       </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #2:          _____          _____       </div>			

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #16</b> <b>Skills: Roots <i>port, struct</i></b>	
Assessment Date #1: _____ Assessment Date #2: _____			
<b>Words to Read</b> 1. airport                      6. important 2. portal                        7. instruction 3. construct                    8. transportation 4. export                        9. instructor 5. obstruct                    10. destructive		<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. Where do airplanes take off and land? ( <i>airport</i> ) 2. Which word means "to build"? ( <i>construct</i> ) 3. Which word describes something that has great value to someone? ( <i>important</i> ) 4. Teachers provide this to their students. ( <i>instruction</i> ) 5. Which word means "to block" or "to get in the way"? ( <i>obstruct</i> )		<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____  Date #2: _____ _____ _____		<b>Errors</b>  Date #1:     Date #2:	
<b>Teacher Notes</b> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">         Date #1:            Date #2:    </div>			

**Student Assessment: Word Reading Lists**



Word Reading List # _____ Skill: _____	Word Reading List # _____ Skill: _____	Word Reading List # _____ Skill: _____	Word Reading List # _____ Skill: _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____

# Teacher Assessment Record Sheet: Word Reading List

Student: _____		<b>Reading Assessment #</b> _____
Assessment Date #1: _____ Assessment Date #2: _____		<b>Skills:</b> _____
<b>Words to Read</b> 1. _____ 6. _____ 2. _____ 7. _____ 3. _____ 8. _____ 4. _____ 9. _____ 5. _____ 10. _____	<b>Date #1:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10  <b>Date #2:</b> Number read correctly: _____ /10 Number read with automaticity: _____ /10	
<b>Comprehension Check</b> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	<b>Date #1:</b> Correct responses: _____ /5  <b>Date #2:</b> Correct responses: _____ /5	
<b>Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.)</b>  Date #1: _____ _____  Date #2: _____ _____	<b>Errors</b>  Date #1:   Date #2:	
<b>Teacher Notes</b>		
Date #1: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	Date #2: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	

**Student Assessment: Phrase and Sentence Reading Lists**

**Phrase and Sentence Reading List #1**

**Skill:** *ti, ci*

(TA page 30)

**Phrases to Read**

1. taught by a patient teacher
2. a delicious meal at the restaurant
3. had a nutritious snack after lunch
4. a ferocious lion in the wild

**Sentences to Read**

1. Water is essential to all life.
2. The children were cautious when they crossed the busy street.
3. The precious puppy was lovable.
4. The new apartment was spacious.

**Phrase and Sentence Reading List #2**

**Skill:** *-tion, -sion*

(TA page 31)

**Phrases to Read**

1. at the train station on time
2. a reflection on the lake
3. a difficult decision to make
4. the thrilling conclusion of the novel

**Sentences to Read**

1. The kids asked their parents for permission.
2. We are learning division in math class.
3. Our family went to an art exhibition.
4. The heat caused her exhaustion.



## Teacher Assessment Record Sheet: Phrase and Sentence Reading List

**Student:** \_\_\_\_\_

## Reading Assessment #1

Skills: *tj, ci*

Assessment Date #1: \_\_\_\_\_ Assessment Date #2: \_\_\_\_\_

## Phrases to Read

1. taught by a patient teacher
2. a delicious meal at the restaurant
3. had a nutritious snack after lunch
4. a ferocious lion in the wild

**Date #1:**

Number read correctly: \_\_\_\_\_ /4

Number read with automaticity: \_\_\_\_\_ /4

**Date #2:**

Number read correctly: \_\_\_\_\_ /4

Number read with automaticity: \_\_\_\_\_ /4

## Sentences to Read

1. Water is essential to all life.
2. The children were cautious when they crossed the busy street.
3. The precious puppy was lovable.
4. The new apartment was spacious.

**Date #1:**

Number read correctly: \_\_\_\_\_ /4

Number read with automaticity: \_\_\_\_\_ /4

**Date #2:**

Number read correctly: \_\_\_\_\_ /4

Number read with automaticity: \_\_\_\_\_ /4

## Errors and Teacher Notes

**Date #1:**

**Date #2:**

# Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Student: _____		<b>Reading Assessment #2</b> Skills: <i>-tion, -sion</i>	
Assessment Date #1: _____		Assessment Date #2: _____	
<b>Phrases to Read</b> 1. at the train station on time 2. a reflection on the lake 3. a difficult decision to make 4. the thrilling conclusion of the novel		<b>Date #1:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4  <b>Date #2:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4	
<b>Sentences to Read</b> 1. The kids asked their parents for permission. 2. We are learning division in math class. 3. Our family went to an art exhibition. 4. The heat caused her exhaustion.		<b>Date #1:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4  <b>Date #2:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4	
<b>Errors and Teacher Notes</b>			
<div> <div>Date #1:</div> <div></div> </div>			
<div> <div>Date #2:</div> <div></div> </div>			

**Student Assessment: Phrase and Sentence Reading Lists**



Phrase and Sentence Reading List # _____	Phrase and Sentence Reading List # _____
Skill: _____	Skill: _____
Phrases to Read	Phrases to Read
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
Sentences to Read	Sentences to Read
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____



# Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Student: _____		<b>Reading Assessment #</b> _____
Assessment Date #1: _____ Assessment Date #2: _____		<b>Skills:</b> _____
<b>Phrases to Read</b>  1. _____  2. _____  3. _____  4. _____	<b>Date #1:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4  <b>Date #2:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4	
<b>Sentences to Read</b>  1. _____  2. _____  3. _____  4. _____	<b>Date #1:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4  <b>Date #2:</b> Number read correctly: _____ /4 Number read with automaticity: _____ /4	
<b>Errors and Teacher Notes</b>		
<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px;"></div>		

## Student Assessment: Spelling and Sentence Dictation (page 1)

Skill: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Write the words you hear below.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Student Assessment: Spelling and Sentence Dictation (page 2)

Skill: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Write the sentences you hear below.**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Illustrate one of the sentences.**



# Teacher Assessment Record Sheet: Spelling and Sentence Dictation (sample)

Student: _____ Assessment Date #1: _____ Assessment Date #2: _____		<b>Spelling &amp; Dictation Assessment #1</b> <b>Skill: -ture</b>		
<b>Spelling Words</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">1. future</div> <div style="width: 50%;">6. gesture</div> <div style="width: 50%;">2. texture</div> <div style="width: 50%;">7. mixture</div> <div style="width: 50%;">3. moisture</div> <div style="width: 50%;">8. vulture</div> <div style="width: 50%;">4. furniture</div> <div style="width: 50%;">9. manufacture</div> <div style="width: 50%;">5. temperature</div> <div style="width: 50%;">10. literature</div> </div>	<b>Date #1:</b> Number of words spelled correctly: _____ /10  <b>Date #2:</b> Number of words spelled correctly: _____ /10			
<b>Sentences to Read</b> 1. The plane is preparing for departure. _____ _____  2. The team is excited to go on an adventure. _____ _____				
<b>Sentence Dictation Errors and Teacher Notes</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;"> <b>Date #1:</b>             Capitalization: _____             Punctuation: _____             Spelling: _____             Notes:         </td> <td style="width: 50%; padding: 10px; vertical-align: top;"> <b>Date #2:</b>             Capitalization: _____             Punctuation: _____             Spelling: _____             Notes:         </td> </tr> </table>			<b>Date #1:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:	<b>Date #2:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:
<b>Date #1:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:	<b>Date #2:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:			

# Teacher Assessment Record Sheet: Spelling and Sentence Dictation (sample)

Student: _____ Assessment Date #1: _____ Assessment Date #2: _____		<b>Spelling &amp; Dictation Assessment #2</b> Skill: <i>-ous, -us</i>		
<b>Spelling Words</b> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">1. joyous</div> <div style="width: 50%;">6. crocus</div> <div style="width: 50%;">2. chorus</div> <div style="width: 50%;">7. minus</div> <div style="width: 50%;">3. dangerous</div> <div style="width: 50%;">8. poisonous</div> <div style="width: 50%;">4. nervous</div> <div style="width: 50%;">9. circus</div> <div style="width: 50%;">5. focus</div> <div style="width: 50%;">10. jealous</div> </div>	<b>Date #1:</b> Number of words spelled correctly: _____ /10  <b>Date #2:</b> Number of words spelled correctly: _____ /10			
<b>Sentences to Read</b> 1. The elephant at the zoo was enormous. _____ _____  2. The cactus grew in the desert. _____ _____				
<b>Sentence Dictation Errors and Teacher Notes</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;"> <b>Date #1:</b>             Capitalization: _____             Punctuation: _____             Spelling: _____             Notes:         </td> <td style="width: 50%; padding: 10px; vertical-align: top;"> <b>Date #2:</b>             Capitalization: _____             Punctuation: _____             Spelling: _____             Notes:         </td> </tr> </table>			<b>Date #1:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:	<b>Date #2:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:
<b>Date #1:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:	<b>Date #2:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:			

# Teacher Assessment Record Sheet: Spelling and Sentence Dictation

Student: _____		<b>Spelling &amp; Dictation Assessment #</b> _____	
Assessment Date #1: _____		Assessment Date #2: _____	
<b>Spelling Words</b>		<b>Skills:</b> _____	
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">           1. _____            2. _____            3. _____            4. _____            5. _____         </div> <div style="width: 50%;">           6. _____            7. _____            8. _____            9. _____            10. _____         </div> </div>		<b>Date #1:</b> Number of words spelled correctly: _____ /10  <b>Date #2:</b> Number of words spelled correctly: _____ /10	
<b>Sentences to Read</b>			
1. _____ _____ _____			
2. _____ _____ _____			
<b>Sentence Dictation Errors and Teacher Notes</b>			
<b>Date #1:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:		<b>Date #2:</b>  Capitalization: _____  Punctuation: _____  Spelling: _____  Notes:	

## Class Assessment Record Sheet (Pre- and Post-Test)

[illegible]





# ADDITIONAL WORD LISTS

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## Assimilated Prefixes

Assimilated prefixes are a group of prefixes organized by families with the same meaning. They are sometimes referred to as “chameleon prefixes,” which is a more user-friendly definition for students. Just as a chameleon changes its color, the final letter of the prefix changes based upon the first letter of the base or root word that follows. This makes the word easier to pronounce.

For example, it would be challenging to say *conlectible*, so the prefix *con-* changes to *col-* to make *collectible*. Note that the prefix’s meaning does not change: *col-* still means “with or together.” The prefix *con-* can also change to *co-*, as in *coauthor*; *col-*, as in *collect*; and *cor-*, as in *correlate*. All the prefixes in this group mean “with or together.” However, the prefixes’ spellings change to match the morphemes they attach to. This explains why there are often doubled letters when a prefix is added to a root as in *commit*, *attach*, or *immature*.

In the following word lists, the “head” of the family is listed on top. Knowing this unlocks the meaning of many words and is useful for spelling.

## **ad-:** to or toward

### **ac-** Words

accelerate	accommodate	accountant	accusation
accept	accompany	accumulate	accuse
access	accomplish	accuracy	accustomed
accessible	account	accurate	

### **ad-** Words

addition	administer	adversity	advice
address	admire	advertise	advise
adjective	admission	advertisement	advocate
adjustment			

### **af-** Words

affair	affectionate	affirm	affliction
affect	affiliate	affirmation	affluent
affection	affinity	affirmative	afford

### **ag-** Words

aggravate	aggregate	aggression	aggressor
aggravation	aggregation	aggressive	

## Assimilated Prefixes

### **al-** Words

allegation	alleviate	allocate	allowance
allege	alliance	allow	ally
allegiance	alliteration	allowable	

### **an-** Words

annex	annotate	announcement	annoyance
annihilate	annotation	annoy	annoying
anniversary	announce		

### **ap-** Words

apparatus	applaud	appoint	apprentice
apparent	applause	appointment	approach
appeal	appliance	appreciate	approval
appear	applicable	appreciation	approve
appearance	applicant	apprehend	approximate
appendage	application	apprehensive	approximation
appendix	apply		

### **ar-** Words

arrange	arrest	arrived	arrogant
array	arrival	arriving	
arrears	arrive	arrogance	

## Assimilated Prefixes

### **as-** Words

assemble	assess	assist	association
assembly	assessment	assistant	assume
assert	assign	assisted	assumption
assertion	assignation	assisting	assurance
assertive	assignment	associate	

### **at-** Words

attain	attend	attentive	attraction
attainable	attendance	attest	attractive
attainment	attendant	attitude	attribute
attempt	attention	attract	attrition

## **con-:** with or together

### **co-** Words

coagulate	codefendant	cooperate	coordination
coalesce	coexist	cooperation	coworker
coalition	cohort	coordinate	cowrite
coauthor	coincide		

### **col-** Words

collaborate	collateral	collection	collision
collate	collect	collide	colloquial

### **com-** Words\*

combat	commerce	companion	compete
combust	commercial	compare	competition
command	commission	comparison	compile
commence	communicate	compartment	comportment
commend	communication	compartmentalize	composure
commentary	commute	compelling	compromise

\* The prefix *com-* comes before "bump" words, as in *combust*, *command*, and *compile*. The word *bump* includes the letters *b*, *m*, and *p*, which are the letters the root begins with. This can provide a clue as to when to use *com-*.

## Assimilated Prefixes

### **con-** Words

conduct	confusing	consequence	continuation
conductor	connect	consider	continue
confer	conniving	consideration	continuing
conference	consecutive	contingent	continuous

### **cor-** Words

correct	correspond	corrosion	corruptible
correlate	correspondent	corrupt	corruption
correlation	corrode		

**dis-:** not or opposite of**di-** Words\*

digest	dilate	diminish	divide
digestion	dilute	diverge	division
digestive	dimension	diversion	divisive
digress	dimensional	divert	divulge
dilapidated			

\* The prefix *di-* can sometimes be pronounced with a schwa, as in *divide*, or with a long *i*, as in *digress*.

**dif-** Words

differ	differential	diffidence	diffuse
difference	differentiate	diffident	diffusion
different	difficulty		

**dis-** Words

disability	disclose	dishonest	dispose
disabled	discontented	disinfect	disposition
disadvantage	discontinue	dislocate	disqualified
disagree	discount	dismantle	disservice
disagreement	discover	dismissal	dissolve
disappear	discriminate	disorganized	distinguish
disappointed	discussion	display	distribute
disapprove	disgraceful	displeasure	disturb
disarray	disguise		

## ex-: out or away from

### e- Words\*

edit	elevation	emergence	enormity
editor	elevator	emergency	enormous
educate	eliminate	emigrate	enumerate
elect	elimination	emission	evaporate
election	emerge	emit	evidence
elevate			

\* The prefix e can be pronounced as a schwa, as in *elect*, or as a long vowel, as in *enormous*.

### ef- Words

effect	efficiency	effort	effortlessly
effective	efficient	effortless	

### ex- Words

exact	excellent	exhaustion	expedition
exaggerate	exception	exhibit	expense
exam	excitement	exist	expert
examination	executive	existence	explain
example	exercise	expect	extension
exasperate	exert	expectation	extreme
excavate	exhaust		

People often confuse and misuse the words *effect* and *affect*. Knowing the meaning of the prefix can help guide the spelling choice. For example, the prefix *ef-* means "out," and the word *effect* means "to bring something about or to cause something to come into being." *Effect* can also be a noun, as in: "The effects of the hurricane were widespread." The prefix *af-* means "to or toward," and the word *affect* means "to have an effect or influence." "To effect change in the community" means to bring change to the community. Compare this to "the music deeply affected her," which means to have an influence on her feelings.



## **in-:** in or not

### **ig-** Words

ignorance	ignore	ignored	ignoring
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### **il-** Words

illegal	illiterate	illusion	illustrative
illegible	illuminate	illustrate	illustrator
illegitimate	illumination	illustration	illustrious
illicit			

### **im-** Words

immature	immersion	immune	impatient
immediate	immigrate	immunity	impeach
immediately	immigration	impact	impending
immense	immobile	impartial	imperfect
immerse	immortal	impasse	

### **in-** Words

inability	include	indefinite	inhale
inaccessible	incoherent	indicate	inorganic
inaccurate	incompetent	indigestion	insert
inactive	incomplete	indisposed	insidious
inattention	inconceivable	individual	insistent
incapable	inconvenient	inefficient	intense
incessant	increase	inexcusable	intention
incidence	incredible	inflammable	invest
incite	indecent	influential	investment

**ob-: against****ob- Words**

object	obligation	observation	obstinate
objection	oblige	observe	obstruction
objectionable	obnoxious	obsolete	obtain
objective	obscure	obstacle	obvious
objectivity			

**oc- Words**

occasion	occlude	occupation	occur
occasional	occlusion	occupy	occurrence
occasionally	occupant		

**of- Words**

offend	offense	offer	office
offender	offensive	offering	official

**op- Words**

opponent	oppose	opposition	oppression
opportunity	opposite	oppress	oppressive

**sub-:** under or below**sub-** Words

subconscious	submerge	subside	substitution
subdivide	submerge	subsidize	subtitle
subdue	submission	subsist	subtotal
subject	submit	substandard	subtract
subjective	subordinate	substantial	suburb
subjugate	subscribe	substantiate	suburban
sublimate	subscription	substantive	subversive
submarine	subsequent	substitute	subvert

**suc-** Words

succeed	successful	successor	succor
success	succession	succinct	succumb

**suf-** Words

suffer	suffering	sufficiency	suffix
sufferable	suffice	sufficient	

**sug-** Words

suggest	suggestible	suggestion	suggestive
suggestibility			

## Assimilated Prefixes

### **sup-** Words

supplant	supplicate	supporting	supposition
supple	supply	supportive	suppress
supplement	support	suppose	suppression
supplementary			

### **sur-** Words

surface	surreal	surrogacy	surround
surfaces	surreptitious	surrogate	surroundings

### **sus-** Words\*

susceptibility	suspected	suspense	suspicious
susceptible	suspend	suspension	sustain
suspect	suspenders	suspicion	sustenance

\* The prefix *sus-* can be used before the letter *p*, as in *suspect*; before soft *c*, as in *susceptible*; and before *t*, as in *sustain*.

**syn-:** with or together**syl-** Words

syllabic	syllabication	syllable	syllabus
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**sym-** Words

symbiosis	symbolism	symmetry	symphony
symbiotic	symbolize	sympathize	symposium
symbol	symmetric	sympathy	symptom
symbolic	symmetrical	symphonic	symptomatic

**syn-** Words

synapse	syndrome	synopsis	synthesis
synchronize	synonym	syntactic	synthesize
synchronous	synonymous	syntax	synthetic

**sys-** Words

system	systematic	systemic	systemize
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Note: The medial *y* is the clue to the prefix *syn-* being Greek in origin. Words with these prefixes are often associated with literature, science, and the arts. The “bump rule” applies to the prefix *sym-* when it is used before the letters *b*, *m*, or *p*. This Greek prefix is similar to the Latin prefix family of *con-*, which also means “with or together.”

# Suffixes by Parts of Speech

A suffix can indicate or change a word's part of speech. You might challenge students to chart suffixes according to their parts of speech. Since some prefix meanings may be abstract, it is helpful to attach the meaning as well as a key word in a contextual phrase or sentence.

## Nouns

Suffix	Meaning	Example
-age	act of; group; place	small village
-ant/-ent	one who; state of	first applicant hardworking student
-cian	person who	trained musician
-el	indicating small size	interesting novel
-er	person who	graceful dancer
-ing	gerund	Singing shows joy.
-ist	person who	talented artist
-ment	the result of an action	timely payment
-ness	the quality of	full of happiness
-or	person who	building contractor
-s/-es	plural	playful dogs granted wishes
-sion	state of	got permission
-tion	state of	close inspection

## Adjectives

Suffix	Meaning	Example
<i>-able/-ible</i>	able to	fixable bicycle possible solution
<i>-al</i>	pertaining to	legal document
<i>-ant/-ent</i>	one who; state of	elegant hat innocent defendant
<i>-ed</i>	participle	finished song
<i>-en</i>	made of	woolen sweater
<i>-er</i>	comparing	softer fabric
<i>-est</i>	superlative	tallest tree
<i>-ful</i>	full of	hopeful thoughts
<i>-ic/-ical</i>	nature of	historic moment historical fiction
<i>-ing</i>	participle	hopping frog
<i>-less</i>	without	cloudless skies
<i>-ous</i>	full of; having	famous actor
<i>-y</i>	describer	rainy day

## Suffixes

### Verbs

Suffix	Meaning	Example
-age	act of	package the contents
-ed	past tense	jumped high
-en	to make	fasten tightly
-ing	happening in the moment	The frog is hopping.
-s/-es	present tense	She sings loudly. He wishes on a star.

### Adverb

Suffix	Meaning	Example
-ly	how	spoke quickly



## Suffixes With Multiple Parts of Speech

Some suffixes can be more than one part of speech. This chart shows suffixes with multiple parts of speech.

Suffix	Noun	Adjective	Verb
-ed		(participle) finished song	(past tense) jumped high
-s/-es	(plural) playful dogs granted wishes		(present tense) She sings loudly. He wishes on a star.
-er	(person who) graceful dancer	(comparing) softer fabric	
-ing	(gerund) Singing shows joy.	(participle) hopping frog	(happening in the moment) The frog is hopping.
-en		(made of) woolen sweater	(to make) fasten tightly
-age	(act of; group; place) small village wrapped package		(act of) package the contents
-ant/-ent	(one who; state of) first applicant hardworking student	(state of) elegant hat innocent defendant	
-al/-el	(indicating small size) interesting novel	(pertaining to) legal document	

## Suffixes With Multiple or Similar Spellings

Some suffixes have multiple spellings or similar spellings. By using context, reading, and encoding words, students can solidify which spelling to use. Below are some generalizations that can provide guidance.

Suffixes	Key Words	Explanation
-able/-ible	fixable plausible	-able commonly comes after a base word that is a word by itself. -ible often follows a bound root.
-al/-el	legal novel	-al is commonly at the end of an adjective. -el is commonly at the end of a noun. <b>Note:</b> Both suffixes sound like consonant + -le, as in <i>giggle</i> (more basic vocabulary).
-ant/-ent	applicant, elegant intelligent	-ant comes after a hard <i>c</i> or <i>g</i> . -ent comes after a soft <i>c</i> or <i>g</i> .
-er/-or/-ar	teacher doctor polar	-er indicates "a person who." -or also means "a person who" and often comes after the letter <i>t</i> . -ar is a non-accented syllable that commonly comes after the letter <i>l</i> .
-est/-ist	biggest artist	-est comes at the end of a superlative adjective. -ist indicates "a person who."
-ic/-ck	magic pack	-ic is used to spell /ik/ in a multisyllabic word. -ck is used to spell /k/ at the end of a one-syllable word right after a short vowel.
-ous/-us	famous cactus	-ous means "full of" and comes at the end of an adjective. -us comes at the end of a noun.
-tial/-cial	partial facial	-tial usually comes after a consonant. -cial usually comes after a vowel.
-tion/-sion/ -cian	fiction, motion mission, tension magician	-tion commonly comes after a root ending in <i>t</i> or after a long-vowel sound. -sion often comes after a root that ends in <i>s</i> (or <i>ss</i> ) or after an <i>n</i> . -cian means "a person who" and commonly comes after a base word that ends with -ic.